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ABSTRACT

A proposed plan for review of the mission and goals of Texas Southern University (TSU) is presented that deals with improvements and resources needed to strengthen the university, unnecessary program duplication with other universities, new programs, institutional goals and timetables, improved planning at TSU, and sound human relations practices. In addition to strategic planning, the assessment process will involve external evaluation through a nationally recognized panel. The school's mission will be considered in regard to the level and scope of programs and degrees offered, the geographic area served by TSU, and the projected size of the student body and staff. Specifically, the adequacy of the following areas will be assessed: the number and quality of faculty; student services and student financial aid; management and support services; and physical plant and equipment. An additional objective is to promote change toward a more diversified student body, faculty, and staff by: assessing institutional climate and identifying actual and potential areas of stress; planning and conducting programs in interpersonal relations, intercultural understanding, and group dynamics; establishing lines of communication between the university and its internal and external publics; and providing a rumor control center for responding to questions and concerns about the desegregation process. Attention is also directed to the background of the commission of the TSU Educational Excellence Study, seven planning principles, a timetable of study activities, composition of the steering committee, the functions and staff of six task forces, and the budget. (SW)

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# Educational Excellence Study

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**TEXAS SOUTHERN UNIVERSITY**
**Leonard H. O. Spearman**
**President**

**1981**

TEXAS SOUTHERN UNIVERSITY

EDUCATIONAL EXCELLENCE STUDY

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TEXAS SOUTHERN UNIVERSITY

EDUCATIONAL EXCELLENCE STUDY

## Executive Summary

This study proposes to redefine the mission and goals of Texas Southern University within the Texas plan for equal higher educational opportunity, identify the improvements and resources needed to strengthen the University, examine unnecessary program duplication with other universities, consider new programs, specify goals and timetables, expand and strengthen planning at TSU and prepare the University for change through sound human relations practices.

The University will employ established principles of planning in mounting the study, including involvement of its various internal and external communities and accountability through its management team.

Proposed activities are phased to correspond with quarterly planning periods required by the U. S. Office for Civil Rights and are compressed into a 12-month framework after approval of this proposal. The sequence begins with strategic planning, involves all operating units in assessment and projection, and provides for external evaluation through a nationally recognized panel.

Organizationally, the study will be guided by an 18-member, broadly representative Steering Committee,

assisted by six special-purpose task forces, responsible to the University President. An External Review Panel will assist in conceptualizing and evaluating the plan. Management aspects of the study will be carried out through the University's line organization.

The study staff will be directed by the University's Director of Planning, Management and Evaluation and will be integrated with institutional research and evaluation personnel already on board.

Documentary products of the study will include TSU Statistical Profiles, 1981; Planning Assumptions (based on six Task Force reports); proposals from each of the University's academic and operating units; summaries of the 1982 Mid-Winter Planning Conference and three faculty conferences; reports from field trips to other program sites; an updated Campus Master Plan; three quarterly and one final report to the TSU Board of Regents and the Governor; and the study's Final Report and Recommendations.

A budget of $267,600 for the study year and $1,732,400 for follow-up the next year after the study are sought in the 1981-83 biennium.

## Background

Among the documents prepared pursuant to the U. S. Office for Civil Rights review of higher education in Texas, President Leonard H. O. Spearman submitted a Request for Supplemental Funds. This submission included a proposal for

an 18-month Comprehensive University Study for Academic Programming, to begin during Fiscal 1981 "to give proper attention to the several factors which must enter into the composition of a final plan" for racial integration of higher institutions in Texas.

Although funding for this request was not made for Fiscal 1981, the Legislative Budget Board subsequently recommended an Education Excellence Fund for consideration by the 67th Texas Legislature for Fiscal 1982-1983. The LBB commitment was made part of the Attorney General's submission to OCR on January 15, 1981. Specifically, the Attorney General pledged that TSU would use several hundred thousand dollars of the fund for

> a comprehensive study of TSU's program requirements, of TSU's relationships with the University of Houston and with Prairie View A & M University, and of TSU's resource and service needs as an urban university.

"This study," said the letter to OCR, "will result in a report that will specify the commitments necessary to strengthen the role of TSU to enable it to fulfill its mission. . . ." The report was to consider specific improvements:

- In physical plant and equipment
- In quality and range of program offerings
- In number and qualifications of faculty
- In student services
- In financial assistance.

For purposes of Texas' reporting to the Office for Civil Rights, the Attorney General set up the following timeline for the TSU study:

> By May 15, 1981: The TSU Board of Regents is expected to have approved the proposal for this study.
>
> By May 15, 1981: Transmittal of an interim report which will include an assessment of physical plant and a schedule for the completion of the study and the steps to implement the results.
>
> Quarterly thereafter: Interim reports.
>
> July 1, 1982: Final report.

The Office for Civil Rights' reply, giving provisional acceptance to the Texas plan, took specific note of the Educational Excellence Fund and the commitment to prepare detailed plans for strengthening Texas Southern as "significant initial steps in the enhancement process." The reply also called for:

- The development of unique academic programs that promise to attract students of all races. . . .
- Formulation and implementation of specific additional commitments that insure that the traditionally black institutions will have resources that are at least comparable to those at similar traditionally white institutions.

Specifically, the OCR said that:

- The identification and elimination of educationally unnecessary program duplication combined with the allocation of new high-demand, unduplicated programs are necessary steps to implement the strengthened roles for . . . Texas Southern.
- It is critical that specific steps, including an identification of program areas in which duplication will be eliminated, and an implementation schedule be established for addressing the program duplication issue.

The foregoing commitments subsequently were amplified in

guidelines adopted by the Governor's Special Committee (February 17, 1981) and addressed in section I. that follows.

## Purposes

In conformity with the State of Texas plan for equal higher educational opportunity in Texas, this study has the following purposes:

I. To address the guidelines established by the Governor's Special Committee, as follows:

   A. Define/redefine the mission of Texas Southern University within the state system on a basis other than race which shall include at a minimum:

      1. The level, range and scope of programs and degrees offered;

      2. geographic area served by the institution; and

      3. the projected size of the student body and staff.

   B. Strengthen the role of Texas Southern University through:

      1. Necessary improvements to fulfill its defined mission. These improvements will extend, where appropriate, to physical plant and equipment; quality and range of program offerings; number and quality of faculty; student services; and student financial aid.

      2. Resources which are at least comparable to those at traditionally white institutions having similar missions;

      3. Complete or review assessments of the physical plant; and

      4. Provide a detailed description of the resources, expressed in dollars and in numbers of personnel to be assigned, which Texas will provide to the institution in order to implement these steps.

   C. Take specific steps to effectuate the elimination of educationally unnecessary program duplication among Prairie View A & M University, the University of Houston and Texas Southern University, including:

1. Examining any program duplication (other than in the core area; i.e., baccalaureate and masters degree programs in the arts and sciences, business and teacher education) and determine if educationally unnecessary duplication exists.

2. Considering a wide range of remedial measures.

D. Consider placing new undergraduate, graduate, and professional degree programs, courses of study, etc. at Texas Southern University, consistent with its mission.

E. Specify timetables for sequential implementation of actions necessary to achieve the goals and objectives of the Study no later than the close of the fifth year after a State Plan is accepted, if reasonably possible.

F. Specify interim goals, where such would be appropriate to the particular goal and to the measures employed.

II. To strengthen and expand a University planning process capable of:

A. Involving the University community in the year-to-year planning adjustments and budget decisions necessary to carry out commitments arising from the study.

B. Monitoring and evaluating progress and products of the study and its follow-up activities.

C. Integrating those efforts with ongoing University institutional research, educational planning, evaluation and budgeting.

D. Utilizing sound principles of planning (see following section).

III. To enhance the University's change toward a more diversified student body, faculty and staff by:

A. Assessing institutional climate and identifying actual and potential areas of stress.

B. Planning and conducting programs in interpersonal relations, intercultural understanding and group dynamics.

C. Establishing lines of communication between the University and its internal and external publics to collect concerns and suggestions and disseminate information about the study and its follow-up.

D. Providing a Rumor Control Center for response to questions and concerns about the desegregation process.

## Principles

To emphasize the integral nature of this study to the University's ongoing planning process, the following principles of planning are enumerated, together with a statement of Study activities that support the principles.

1. The purpose of planning is to guide change. The study is designed to be an action instrument, with follow-up implementation to begin immediately after acceptance of its recommendations.

2. Planning must be linked to governance, including the roles of the regents, the administration, the faculty and the student body. These groups all are represented in the study's Steering Committee to give overall guidance.

3. Planning is inherent to management; the University's administrators are its planners. Within the mission and goal directions identified by the Steering Committee and Task Forces, the established academic and operating units of the University will carry out the planning and implementation.

4. University planners should have access to management information, institutional research and evaluation. The staff for this study will be integrated with the existing planning, management and evaluation section of the University.

5. The planning process includes education of and communication with the University's internal and external communities. A newsletter, group representation on key committees and a Task Force on Human Relations are planned in connection with this principle.

6. The planning process should include formative and summative evaluation. Group and individual opinion instruments, quarterly reports of progress and input from a Panel of Experts as external evaluators all are inherent in the study.

7. The University's highly educated faculty and staff should be fully involved. Three Delphi studies and four faculty assemblies are among the vehicles planned for encouraging discussion, suggestions and critiquing.

A desirable outcome of university planning is that the parts of a characteristically unweildy organization move generally in the same direction at the same speed. No plan will win universal approval or evoke uniform enthusiasm. Through sound planning that grows out of the University's governance and management structure and includes input from faculty, alumni and external sources, bowever, this study is designed to prepare the institution for change in the directions required by Texas' equal higher educational opportunity commitments.

## Questions

Growing out of the purposes listed above, the study proposes to seek answers to the following specific questions:

1. What should be the mission and goals of Texas Southern University in light of the Texas plan for equal higher educational opportunity?

2. What new undergraduate, graduate and professional degree programs, courses of study, service, research and other programs should be added consistent with the University's mission?

3. What educationally unnecessary program duplication among Prairie View A & M University, University of Houston and Texas Southern University should be eliminated?

4. What improvements in number and quality of faculty are needed and what resources will be required?

5. What improvements to physical plant and equipment are needed and what resources will be required to provide them?

6. What improvements in student services and student financial aid are needed and what resources will be required to provide them?

7. What management and support services will be required to implement the needed improvements and what resources will be required to provide them?

8. How can students, faculty and staff be prepared for change so as to enhance educational excellence in a more diversified setting?

The next section describes specific activities to be undertaken.

## Activities

In accordance with commitments to the Office for Civil Rights calling for quarterly reports of progress, activities of the study are grouped in five phases of approximately three months each. The sequence that is outlined assumes that the State Legislature will approve the proposed Educational Excellence Fund and that money will be available beginning September 1, 1981.

Phase 1--PLANNING January 1 - May 15, 1981

1a. President's Management Retreat. Status reports on existing problems and projections in each major operational area of the University. Consideration of policy issues in higher education governance and desegregation.

1b. Development of plans for use of proposed $12 million Educational Excellence Fund and presentation to appropriate legislative committees.

1c. Preparation of appeal for inclusion of $6.6 million in Repair and Rehabilitation projects and $5.2 million in other Special Items needed in the TSU budget to create a setting for further ventures into educational excellence; presentation to legislative committees.

1d. Consultation with Faculty, Administration, Board of Regents and other leaders for preliminary input on structuring the Educational Excellence Study.

1e. Establishment of liaison with the Governor's Special Committee and the Texas Coordinating Board Advisory Committee on Equal Educational Opportunity in Higher Education regarding development of State Plan.

1f. Preliminary discussion of inter-institutional relationships in the desegregation process, by presidents and other executives of TSU, University of Houston and Prairie View A&M University.

1g. Convening of Steering Committee for the Study, comprised of Faculty, Administration, Regents, Students and Community representatives.

1h. Faculty Information Meeting to acquaint and involve the faculty in helping to achieve the purposes of the Study.

1j. Preparation of the Proposal for Educational Excellence Study for consideration by the Board of Regents and transmittal to the Governor.

Phase 2--ORGANIZATION May 16 - August 15, 1981

2a. Publication of TSU Statistical Profiles 1981 for use by Study personnel as baseline data.

2b. Strategic planning by the Steering Committee to analyze the University's internal and external environment in relation to the institution's mission and goals.

2c. Organization of Task Forces by the Steering Committee for strategic analysis in Academic Projections, Faculty/Staff Qualification/Compensation, Student Services, Human Relations, Campus Plan, and Management & Support Services.

2d. Search to identify candidates for Staff, Panel of Experts and Consultant assignments when funding becomes available.

2e. Delphi Study I to elicit input from representative faculty, students, alumni and other publics regarding TSU goals and programs. Structured sample of at least 500 individuals.

2f. Establishment of a newsletter for periodical communication with key publics--faculty, student body, alumni, Regents, administrators and community representatives --regarding Study progress.

2g. Preparation for a Fall Faculty Conference to present and discuss issues identified for consideration in the Study; progress report to date.

2h. Preparation and transmittal of First Quarterly Report to Board of Regents.

Phase 3-- STAFFING/IMPLEMENTATION August 16 - November 15, 1981

3a. Employment of staff and arrangements for housing, equipment and support services.

3b. Assignment of staff specialists to support Task Force groups--ResearchSpecialist to Academic Projections and Faculty/Staff Qualification/Compensation; Evaluation Specialist to Student Services and Human Relations; Planning Specialist to Campus Master Plan and Management & Support Services.

3c. Delphi Studies II and III to involve representative faculty, students, alumni and other publics in prioritizing University goals and to indicate the level of consensus for the same.

3d. Visitation by Panel of Experts for input on Study objectives, University strategic planning and evaluative criteria for planned outcomes of the study.

3e. Faculty Conference on mission and goal issues identified for consideration in the Study; progress report to date; discussion and suggestions.

3f. Publication of Planning Assumptions, compilation of mission and goal statements and environmental analyses for use by academic departments and operations units in planning and projections.

3g. Further negotiations with Prairie View A&M University and University of Houston regarding areas of possible duplication and cooperation.

3h. Employment of Consultant to update 1978 Campus Master Plan in accordance with outcomes of the present study.

3j. Preparation and transmittal of Second Quarterly Report to Governor and Board of Regents.

Phase 4--IMPLEMENTATION November 16, 1981 - Februa 1982

4a. Identification through Task Forces of priori programs for future development.

4b. Field visits to sites of programs similar to those being considered for TSU, using teams of representatives approved by the Steering Committee.

4c. Preparation of proposals for change in each of the Task Force areas, for consideration of the Mid-Winter Planning Conference.

4d. Conduct in January the Mid-Winter Planning Conference, providing for appropriate participation by the entire faculty and staff, Regents, alumni and community representatives; discussion of Proposals for Change.

4e. Publication of summary of Conference discussions and evaluation.

4f. Publication of observations gleaned from field visits.

4g. Review and evaluation by Steering Committee of data gathered to date; directives to administration for completing departmental and college/school plans and reports.

4h. Preparation and transmittal of Third Quarterly Report to Board of Regents and Governor.

Phase 5--EVALUATION February 16 - May 15, 1982

5a. Integration of department/school/University planning with biennial budget preparation.

5b. Completion of Campus Master Plan update and projection of building and equipment needs.

5c. Preparation of five-year planning and fiscal projections based on Study outcomes.

5d. Drafting of Final Report and Recommendations by department/school/University and hearings before the President's Budget Committee.

5e. Visitation by Panel of Experts to review draft Report and Recommendations and submission of their evaluation.

5f. Presentation of draft Report and Recommendations to Faculty Assembly; discussion; suggestions.

5g. Hearing of Report and Recommendations. Together with Panel of Experts evaluation and faculty suggestions, by Steering Committee.

5h. Submission of final Report and Recommendations by Steering Committee to the President.

5j. Consideration of Report and Recommendations by Board of Regents.

5k. Preparation and transmittal of Final Report by Board of Regents to Governor.

## Organization

Activities of the Study will be carried out by a combination of existing and special units, all of which ultimately are responsible to the President of the University. Those aspects of the study relating to the ongoing planning and management functions of the University will be performed by the existing line and staff organization. Aspects of the study relating to the activities enumerated above will be performed by a combination of a Steering Committee, Task Forces, a Study Staff and

an External Review Panel, as described below (see chart, next page).

Steering Committee

The Steering Committee will be appointed by the President. It will advise the Study Director on policy, appoint Task Forces and such other committees as it deems necessary, direct strategic planning and preparation of Planning Assumptions, and review reports before submission to the President and transmittal to the Board of Regents.

The 18 members of the Steering Committee will be comprised as follows:

Five faculty members, including the Faculty Council Chairman and four other faculty members appointed by the President from at least nine nominees provided by the Faculty Chairman.

Four administrators, including the Study Director, who will act as nonvoting chairman of the Committee, and three others.

Two Regents designated by the Board of Regents.

Three students, including the President of the Student Government Association, a graduate student designated by the Graduate School, and a student designated by the Acting Dean of Continuing Education.

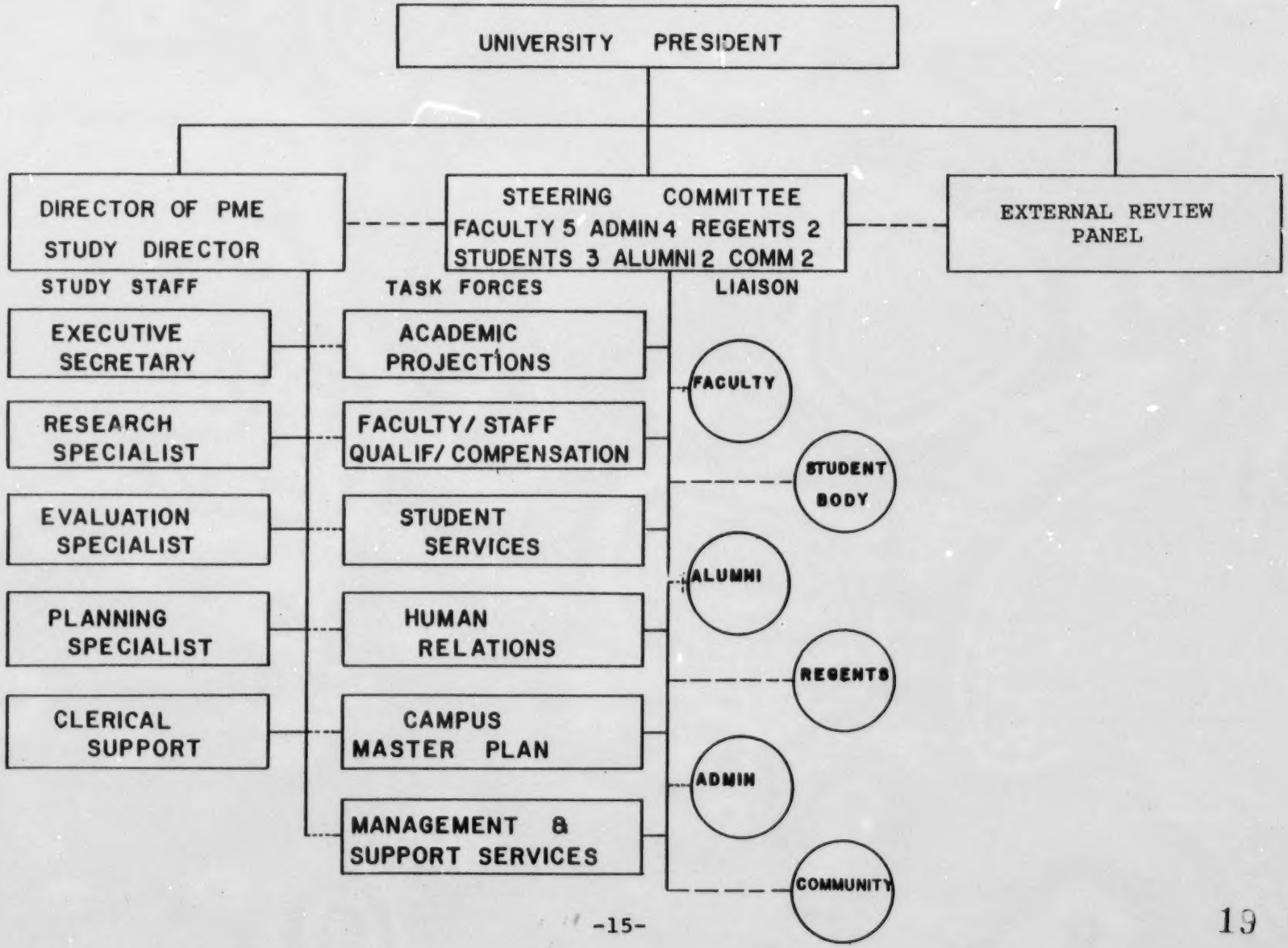
Two alumni, including the President of TSU Ex-Students Association and another alumus designated by the Vice President for Development.

Two community representatives designated by the President.

Task Forces

Six Task Forces will be organized by the Steering Committee to investigate specific areas of the study. Their membership will include faculty members, administrators and other representatives as deemed appropriate by the Steering Committee. Task Forces and the questions they will address are as follows:

# TEXAS SOUTHERN UNIVERSITY EDUCATIONAL EXCELLENCE STUDY



1. Task Force on Academic Projection. Questions 2 and 3.
2. Task Force on Faculty and Staff Qualifications and Compensation. Question 4.
3. Task Force on Student Services. Question 6.
4. Task Force on Human Relations. Question 8.
5. Task Force on Campus Master Plan. Question 5.
6. Task Force on Management & Support Services. Question 7.

All task forces will assist the Steering Committee on Question 1, the mission and goals of the University.

Staff

Director. The Director of the Study will serve as chairman of the Steering Committee, coordinate the work of the study staff, integrate the resources of the University's Institutional Research and Evaluation sections with the study, and maintain liaison between the activities of the study and the President and his cabinet.

Research Associate. This individual will assume major responsibility for production of the study's documents as well as being principal staff liaison with the task forces on academic projections and on faculty/staff. He/she will assist the director in inter-institutional contacts and will specialize in external statistics and comparisons.

Research Specialists (2). These persons will have backgrounds, respectively, in evaluation and planning. One will specialize in analysis of internal information, program assessment and longitudinal studies. The other will specialize in demographic analysis, economic trends and fiscal projections.

One will maintain liaison with the task forces on student services and human relations and the other with the task forces on campus master plan and management & support services.

Other personnel. Two graduate assistants will assist in the gathering, analysis and reporting of data under direction of the specialists. Two secretaries, both experienced in electronic word processing, will provide support to the professional group, task forces and Steering Committee. One of the secretaries will have the additional responsibility of schedules, travel arrangements and budget record keeping.

Contract services. Provision is made in the budget for three categories of contract services augmenting staff efforts. These include the Panel of Experts (see below), Campus Master Plan updating, and other consultants as may be authorized through the Steering Committee. The budget also provides travel, communication and equipment money, including provision for a word-processing unit in light of the heavy load of writing, editing and publication anticipated.

External Review Panel

This group of seven nationally known experts in higher education academics, policy development, management and desegregation will assist the Steering Committee in strategic planning, conceptualizing the Study, developing evaluative criteria, and assisting to prepare and critique the final report.

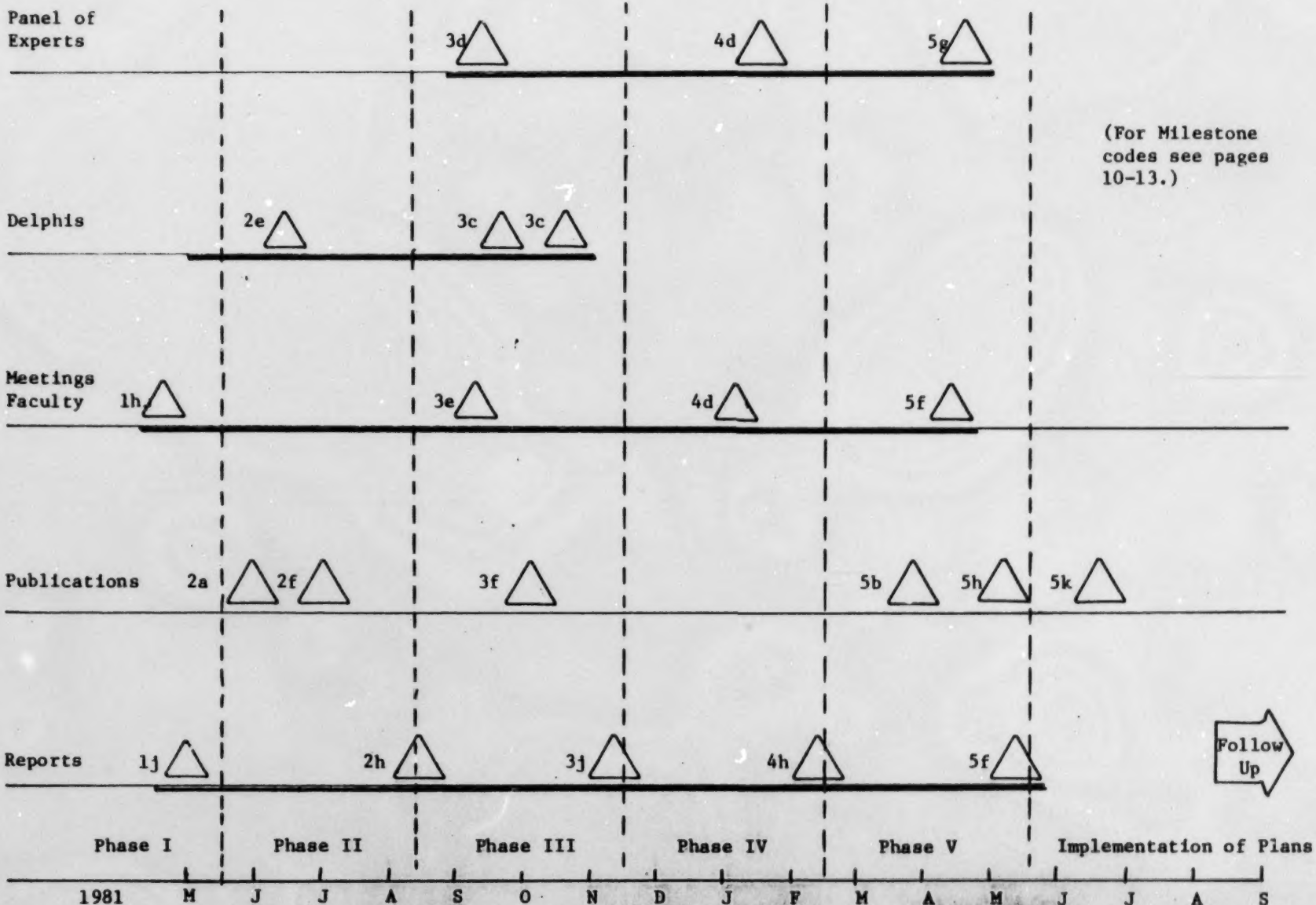
It is anticipated that the panel will be geographically, ethnically and experiencially diverse. It is planned that the group, appointed by the President, will have a high measure of

independence, with its work organized and reported by its chairperson. For this reason, it is proposed that the chairperson serve as contractural agent for the group, making travel and reimbursement arrangements and providing such support as the group will need in making its visits and reports. The budget as projected would provide for the group to meet in Houston three days in September 1981, three days in January 1982 and three days in April-May 1982, with the chairperson being available an additional two days for planning and reporting.

## Budget

| | 1981 | 1982 |
|---|---|---|
| **Personnel** | | |
| Director | $ 45,000 | $ 45,000 |
| Research Associate | 30,000 | 30,000 |
| Research Specialists - 2 @ $25,000 | 50,000 | 25,000 |
| Secretaries - 2 @ $13,500 | 27,000 | 13,500 |
| Graduate Assistants - 2 FTE | 13,300 | 7,000 |
| **Contract Services** | | |
| Panel of Experts - Fees and travel | 25,000 | -0- |
| Campus Master Plan Updating | 15,000 | -0- |
| Other Consultants - Fees and travel | 5,000 | 2,000 |
| **Travel** | 15,000 | 4,000 |
| **Supplies** | 1,800 | 400 |
| **Reproduction Costs** | 8,500 | 2,000 |
| **Telephone** | 4,000 | 2,000 |
| **Equipment** | | |
| Office Furniture | 7,500 | -0- |
| Office Equipment | 4,000 | 500 |
| Electronic word processing unit | 16,500 | 1,000 |
| **Follow-up** | | 1,600,000 |
| Totals | $267,600 | $1,732,400 |

## SELECTED MILESTONES OF EDUCATIONAL EXCELLENCE STUDY




(For Milestone codes see pages 10-13.)

## Follow-up Implementation

With submission of the Final Report the Study phases will draw to a close and implementation of plans will begin. At that point the University will be approaching the second year of the biennium and will be some 15 months away from any new appropriations from the Legislature. Consequently, provision is made for a modest amount of money to begin implementing recommendations developed in the Study.

An amount of $1,732,400 is set aside for the purpose of initiating those recommendations on which immediate action is feasible. The use of these funds may include, but not be limited to, the following:

- Taking of options on land identified for acquisition in the revised Campus Master Plan where immediate negotiation is in the best interests of the University.
- Paying architectural and engineering fees for preliminary studies of building and campus improvement projects having high priority for early development.
- Providing start-up costs of staff, equipment, instructional materials and related costs for initiating new programs to strengthen the University's academic offerings.
- Furnishing seed money for additional services for attracting and holding the target populations identified in the University's revised mission.
- Continuing needed research, development and evaluation staffing to provide for continuity in planning and assessment of new programs.
- Meeting other contingencies arising from the University-wide changes resulting from the Study process.

Although these initial efforts must, within limited funding, be modest, they can assure that no significant amount of time is wasted in moving Texas Southern University toward the achievement of major goals within the five-year period anticipated by the overall Texas plan guidelines.